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ABSTRACT

The role of the curriculum materials center at Northern Arizona University is one of providing materials for students who are working on lesson plans and curriculum planning, and for faculty who wish to utilize instructional materials in their lectures. The center, which is housed in the university library, contains textbooks, courses of study units, and other materials related to curriculum in elementary and secondary schools. The purpose of this study was to provide information and ideas regarding the policies and practices of selected curriculum materials centers so that the College of Education could more adequately approach the problems of establishing a center at the University. Included in this study were: discussions with the College of Education faculty, visits to instructional materials centers at five universities, 66 responses from 39 states to a questionnaire sent to colleges and universities with teacher education programs, and an examination of materials relevant to the establishment of a center. The results of these activities are reported upon, and suggestions are made for establishing the curriculum materials center. A copy of the questionnaire used is appended. (Author/SJ)

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THE CURRICULUM MATERIALS CENTER

A Study of Policies and Practices in Selected Centers

Harlan R. Johnson

Coordinator of Curriculum Materials

Northern Arizona University

Flagstaff, Arizona

1973

LI 004 457

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OVERVIEW OF THE STUDY

The purpose of this study is to provide me with information and ideas regarding the policies and practices of selected curriculum materials centers so that the College of Education might more adequately approach the problems of establishing a center at Northern Arizona University. At the present time the university library houses a curriculum collection of curriculum guides, textbooks, workbooks, teachers' manuals, reference books, and a number of tests and catalogs. The faculty in the College of Education have audiovisual materials as well as print materials in their offices, and it is hoped that in the near future definite provision may be made for a center to bring all of these materials together, along with audiovisual and production equipment.

Included in this study were:

1. Discussions with the College of Education faculty.
2. Visits to the IMC's at Arizona State University, The University of Arizona, The University of California at Los Angeles, California State University at San Diego, and the University of New Mexico.

3. Questionnaires mailed to institutions in each state.

4. Examination of materials that may be helpful in the establishment of a center.

I interviewed the following people, and they were especially helpful in providing me with ideas and showing me around their facilities:

Shirley Thurston, Librarian
Instructional Materials Collection
University of Arizona, Tucson

Dr. Vernon S. Gerlach, Director
Roger Parker, Coordinator of Equipment Services
Mary Ausman, Librarian
Instructional Resources Laboratory
Arizona State University, Tempe

Dr. M. Frances Klein, Director
Curriculum Inquiry Center
University of California at Los Angeles

Miss Johnnie L. Phillips, Co-Director
Education Resource Center
California State University, San Diego

Mrs. Gemma Morris, Coordinator of Curriculum Materials
Miss Lotsee Smith, Co-Director
Learning Materials Center
University of New Mexico, Albuquerque

The questionnaire (See appendix) was mailed to at least one, and in many cases, several colleges or universities within each state. Institutions surveyed included a wide range of sizes and purposes, but each one has a program for teacher education. Sixty-six schools responded to the questionnaire, and they are as follows:

	INSTITUTION, LOCATION, ZIP CODE	ENROLLMENT
1.	University of Alabama University 35486	13,000
2.	Auburn University Auburn, Alabama 36820	14,000
3.	University of Alaska College 99701	3,000
4.	University of California Irvine 92664	7,000
5.	Colorado State University Fort Collins 80521	17,500
6.	University of Northern Colorado Greeley 80631	11,000
7.	University of Connecticut Storrs 06268	17,836
8.	University of Delaware Newark 19711	12,000
9.	Florida State University Tallahassee 32306	16,000
10.	University of Georgia Athens 30601	20,000
11.	University of Idaho Moscow 83843	8,000
12.	Northern Illinois University DeKalb 60115	20,000
13.	Ball State University Muncie, Indiana 47302	16,747
14.	Indiana State University Terre Haute 47809	12,000
15.	Indiana University Bloomington 47401	33,000
16.	University of Iowa Iowa City 52240	20,000
17.	University of Northern Iowa Cedar Falls 50613	8,500
18.	Kansas State University Manhattan 66502	17,000
19.	Kansas State Teachers College Emporia 66801	6,500
20.	Morehead State College Morehead, Kentucky 40351	6,500
21.	Western Kentucky University Bowling Green 42101	11,000
22.	Grambling College Grambling, Louisiana 71245	3,373
23.	Fitchburg State College Fitchburg, Massachusetts	2,500
24.	Eastern Michigan University Ypsilanti 48197	18,000

	INSTITUTION, LOCATION, ZIP CODE	ENROLLMENT
25.	Western Michigan University Kalamazoo 49001	19,975
26.	Bemidji State College Bemidji, Minnesota 56601	4,400
27.	Mankato State College Mankato, Minnesota	10,000
28.	Moorhead State College Moorhead, Minnesota	5,000
29.	Central Missouri State College Warrensburg 64093	10,000
30.	Northeast Missouri State College Kirksville 63501	5,700
31.	Northwest Missouri State College Maryville 64468	5,200
32.	Southeast Missouri State College Cape Girardeau 63701	7,000
33.	Southwest Missouri State College Springfield 65802	9,000
34.	Eastern Montana College Billings 59101	2,750
35.	Western Montana College Dillon 59725	850
36.	Montana State University Bozeman 59715	7,900
37.	University of Montana Missoula 59801	8,500
38.	Kearney State College Kearney, Nebraska 68847	5,000
39.	University of Nebraska at Omaha	12,000
40.	Wayne State College Wayne, Nebraska 68787	1,970
41.	Peru State College Peru, Nebraska 68421	800
42.	University of Nevada Reno 89507	6,000
43.	University of New Hampshire Durham 03824	9,200
44.	Plymouth State College Plymouth, New Hampshire	2,400
45.	Fairleigh Dickinson University Rutherford, New Jersey	7,000
46.	Columbia University, Teachers College New York 10027	3,500
47.	Dickinson State College Dickinson, North Dakota 58601	1,200
48.	University of North Dakota Grand Forks 58201	8,500

INSTITUTION, LOCATION, ZIP CODE	ENROLLMENT
49. Valley City State College Valley City, North Dakota 58072	1,000
50. Ohio University Athens 45701	3,400
51. Central State College Edmond, Oklahoma 73034	11,000
52. Oklahoma State University Stillwater 74074	18,000
53. Oregon College of Education Monmouth 97361	4,000
54. Oregon State University Corvallis 97331	15,000
55. California State College California, Pennsylvania 15419	6,000
56. Lock Haven State College Lock Haven, Pennsylvania 17745	2,400
57. Austin Peay State University Clarksville, Tennessee 37040	3,500
58. George Peabody College Nashville, Tennessee 37203	2,000
59. Memphis State University Memphis, Tennessee 38111	21,000
60. Angelo State College San Angelo, Texas 76901	3,500
61. East Texas State University Commerce 75428	8,500
62. Brigham Young University Provo, Utah 84601	25,000
63. Central Washington State College Ellensburg 98926	6,800
64. Fairmont State College Fairmont, West Virginia 26554	2,500
65. Wisconsin State University Whitewater 53190	7,712
66. University of Wyoming Laramie 82070	8,000

Thirty-nine states are represented in the survey and the visits. There was no response from schools in Arkansas, Hawaii, Maine, Maryland, Mississippi, North Carolina, Rhode Island, South Carolina, South Dakota, Vermont, and Virginia. The purpose of the survey was to provide alternatives in policies of selection,

circulation, and administration, to determine methods of classifying and cataloging the curriculum collection, and to find which policies and methods are in most common use.

Instructional Resources Laboratory
Arizona State University, Tempe

The IRL is a pleasant, new facility that is handled directly by one full-time librarian and three student helpers. It is divided into two general areas -- one for production and one for curriculum planning. The production area includes a copy-stand (A Pentax or one of several instamatic cameras may be borrowed by students or faculty.), a Thermofax copier, a paper-cutter,and a dry mount press. There is a small room just off the production area where students may purchase production materials at cost. Demonstration bulletin boards display samples to guide students in their work.

The curriculum area has a very limited collection, as most textbooks and curriculum guides are housed in the university library, and films and filmstrips are in the Central Arizona Film Cooperative. Besides a limited number of textbooks and guides, the IRL keeps recent audiovisual journals on display, as well as a rack of paperback books donated by Dell Publishing Company. There is an excellent collection of book catalogs, instructional materials catalogs, and Educators' Progress Service publications.

One room is set aside for preview of 16mm films, and another room is set up for the circulation of audiovisual

equipment. The amount of equipment the IRL has available and the free circulation of it seemed to be the greatest asset of the facility. Nine student assistants handle that particular area, under the direction of Dr. Vernon S. Gerlach. It is open to both students and faculty from 7:30 A.M. to 9:30 P.M., Monday through Thursday, and from 7:30 A.M. to 5:00 P.M. on Friday.

The IRL provides the following services:

Distribution, set-up, and retrieval of equipment
Operators for equipment
Consultation regarding audiovisual equipment
Distribution of films received from the Audiovisual Center

The equipment available includes:

16mm film projectors
8mm film projectors
Filmstrip projectors
Slide projectors
Tape recorders
Record players
Lantern slide projectors
Opaque projectors
Overhead projectors
Projection screens
Craig readers
Language Masters
Portable lecterns

Other than the equipment room the IRL is open from 8:00 A.M. to 5:00 P.M., Monday through Friday and provides reference service, reserve service, and periodic demonstrations and workshops for faculty and students, dealing with the resources and services available in the IRL.

Close to the IRL is an audiovisual lab with eighteen stations, where one of each type of basic audiovisual machine is

kept on hand, and a television studio that links with a classroom and a 500-seat auditorium.

Classification and cataloging are kept simple, as shown by the next several pages.

Card Catalog

1. Types of cards entered in the Card Catalog:

   Main entry: The main entry for a book, series of books, or programmed instruction book is made under the author. The main entry for most other types of material is made under the title.

   Added entries: These are made for titles, series, joint authors or editors, and producers of non-book materials.

   Subjects: Entries are made under one or more subjects for each item. Subjects are indicated in red. Subject entries are made as specific as possible, i.e. ADDITION. If you want all materials in the general area of mathematics, check the Shelf List under that classification, or browse through the Math shelves.

2. The call number is in the upper left corner of the card. It consists of three lines:

   1st line: Subject classification. A word or abbreviation indicating the general subject area of the material (see list).

   2nd line: Medium classification. Two letters indicating the medium of the material (see list).

   3rd line: Cutter number. One letter (the initial of the main entry) followed by two or three numbers. When there are several items in the same class and medium with the same main entry, an additional identifying letter will appear after this number.

3. Filing and shelving:

   Cards in the Card Catalog are filed in alphabetical order by the first line of the card. Authors, titles, added entries, and subjects are interfiled in one alphabet.

   Cards in the Shelf List are filed by call number in alphabetical and numerical order.

   Materials are shelved by call number in alphabetical and numerical order.

IRL Classification

Art	Art
Bus.	Business
For.Lang.	Foreign Language
Home Ec.	Home Economics
Ind.Arts	Industrial Arts
Lang.Arts	Language Arts
Math	Mathematics
Music	Music
Phys.Ed.	Physical Education
Prof.	Professional (Teaching or Librarianship)
Reading	Reading
Ref.	Reference
Science	Science
Soc.Stud.	Social Studies
Voc.	Vocational

MEDIA CLASSIFICATION

CLASS	MEDIUM	CODE	COMMENTS
	BOOKS:		
BOOKS	Booklets, brochures, newspaper clippings	BB	Articles, reports
	Books (including sets and series) (study guides and teacher's manuals classed with materials they accompany)	BK	Periodicals, text-books, encyclopedias, catalogs, professional texts
	Programmed instruction texts	BP	
	DIMENSIONAL MATERIALS:		
DIMENSIONAL MATERIALS	Dioramas	DD	
	Exhibits (displays)	DE	
	Models, mock-ups, puppets, dolls	DM	Planetariums, globes
	Specimens, samples (realia collections)	DS	Artifacts, objects
	STILL FILMS:		
STILL FILMS	Microfiche, aperture cards	FF	Jacketed film cards
	Microfilms (reels)	FM	
	Filmstrips	FS	Filmstrips (rigid format)
	MULTI-MEDIA KITS:		
MULTI-MEDIA KITS	Laboratory kits	KL	Boxed materials for discovery, games
	Programmed instruction (machine format)	KP	Computer-aided instruction
	Kits - a mixture, program, or system of units representing various media	KT	Slide-tape sets, filmstrip-disc sets
	MOTION RECORDS:		
MOTION RECORDS	Motion picture films - loops	ML	
	Motion picture films - reels (including kinescopes)	MP	Kinescopes identified in catalog
	Video recordings (tape, disc, etc.)	MV	
	FLAT MATERIALS:		
FLAT MATERIALS	Art prints or reproductions (opaque)	PA	
	Charts (wall charts, flip charts, etc.)	PC	Scrolls, maps
	Display board materials (sets)	PD	(Magnetic and fabric)
	Microcards (opaque)	PM	
	Pictures (photographs, postcards, posters)	PP	
	Study prints	PS	Flash card sets
	Transparency masters	PT	
	AUDIO RECORDS:		
AUDIO RECORDS	Card sets (magnetic striped flashcards)	RC	
	Discs	RD	
	Tapes, cassettes	RT	
	TRANSPARENT MATERIALS:		
TRANSPARENT MATERIALS	Transparencies (for overhead projection)	TR	Transparent objects
	Slides (all sizes, including microscope)	TS	Stereoscopic slides

Instructional Materials Collection
University of Arizona, Tucson

The IMC at the University of Arizona is located in the education building at the present time, but the librarian, Shirley Thurston, indicated that the collection may become part of a media center in the new university library, which will be completed in the near future. Housed in the IMC are children's books, elementary and secondary textbooks, curriculum guides, a vertical file, encyclopedias and other reference materials, records, art prints, pictures, charts, maps, kits, various other audiovisual materials, a small collection of books on education, and a reserve collection of professors' personal copies of materials. Materials are represented in a centrally-located card catalog. There is a photocopier in the study area.

An advisory council, composed of representatives from each department, provides assistance to the librarian in matters concerning the IMC. The librarian indicated the College of Education faculty were very much involved in the IMC, and this point was evidenced even in the short time I was there, as I noted several faculty members among the users of the facility.

The budget for materials comes through the university library. For acquisition of materials, the librarian found El-Hi Textbooks in Print and Curriculum Materials (Association for Supervision and Curriculum Development) very helpful. She also has a

list of members of the state booksellers' association that provides her with the names and addresses of people to contact for free educational publications.

The classification system used for textbooks is the Textbook Classification Scheme from the United States Office of Education. For the purposes of this report, I will not summarize details of the classification system, as Miss Thurston provided me with a complete copy of it. The classification system appears to be a thorough and well thought-out system, and I will give consideration to adopting it for use in the CMC at Northern Arizona University.

Miss Thurston pointed out that lack of space is fast becoming a problem. There is no room for materials production, but there are areas for listening and viewing. There is also an audio-tutorial facility.

Curriculum guides dated before 1964 have been weeded. Storage of curriculum guides differs from that found in any other facility I visited. Guides are placed in filing cabinets; whereas, the more common practice seems to be the use of pamphlet files.

The IMC offers a wide range of services to faculty, students, and other users of the facility, and emphasis on service is reflected in the objectives that follow.

The staff of the IMC at the University of Arizona set forth these objectives in January, 1973:

1. Provide a definition of instructional materials.
2. Display the various forms of instructional materials.
3. Plan use of various forms of instructional materials in teaching.
4. Select forms of instructional materials for courses and children.
5. Relate selection of instructional materials to methods, courses, and children.
6. Provide facilities to make instructional materials.
7. Illustrate teaching methods by use of instructional materials.
8. Provide sources of instructional materials.
9. Evaluate instructional materials for different instructional purposes.
10. Assist the professional community in selection of instructional materials.
11. Inform the professional community about instructional materials.

With these objectives in mind, the staff has recommended the acquisition of current textbooks, curriculum guides, literature about the construction of curriculum, fiction and non-fiction trade books, current books about children's literature, bibliographies of instructional materials, all audiovisual materials except 16mm films, periodicals reviewing instructional materials and describing developments in curriculum and methods, and current books on teaching methods.

University of California, Los Angeles
Curriculum Inquiry Center

The main purpose of the Curriculum Inquiry Center is "to facilitate inquiry into curriculum" -- so states a flyer distributed by the U.C.L.A. Graduate School of Education. This inquiry is facilitated by the center making available selected learning materials currently on the market, by providing a collection of publishers' and distributors' catalogs, and by having publishers and distributors display their newest materials in the center.

The CIC is a state depository for state-adopted textbooks, so the school of education is assured of having the most-used materials on hand. In the collection are all types of media except 16mm films. Audiovisual machines are available but must be used in the center. (Machines were formerly loaned, but that policy was discontinued because of damage and losses.) There is a complete set of all criteria available for evaluating teaching materials; however, the center makes no recommendation on materials. As many materials as possible are made available for evaluation, either through purchase or display. Special materials areas include Spanish materials, Black materials, and high-interest, low-level materials.

The director, Dr. Frances Klein, is trying to get producers of audiovisual materials to put new products on display in the center, and she has met with some success. She has alerted

publishers to the concern of the school of education for students' exposure to the latest materials, and she has asked all people who view materials on display to fill out critique forms to provide feedback to the publishers and also to provide them with proof of how many people are becoming aware of their products through the CIC.

The center maintains a collection of only up-to-date materials; there is no attempt to go historical with any type of educational materials. No teacher education materials are kept in the center, only learning materials. There is no set length of time for circulation of materials, and the due date is established according to the length of time a borrower needs the material.

An advisory committee of school of education faculty helps Dr. Klein in establishing policy. Dr. Klein is assigned to the center on a quarter-time basis; there is one full-time clerk, and a graduate student in library science handles the cataloging. The center has additional student help to shoulder routine operations. Hours for the center are 8:00 A.M. to 5:00 P.M. Monday, Wednesday, and Friday, 8:00 A.M. to 7:00 P.M. Tuesday and Thursday, and 1:00 to 5:00 P.M. on Saturday.

When professors in the school of education receive examination copies of elementary and secondary textbooks, they turn them over to the center. Several years ago, $8,000 was set aside to build the collection, and the CIC has had a materials

budget of $2,500 each year since then. Dr. Klein feels this is just barely adequate to keep them up-to-date.

The CIC is made-up of several rooms, each one containing materials in different subject areas. One room houses social studies materials, another has mathematics and science, a third room has music and art, and a fourth one contains reading materials. One large room provides a study and display area. There is also an office and a workroom.

The graduate student in charge of cataloging is presently trying to devise a new system of organizing the materials. Up to now the center has been using a modified Dewey, and the staff feels that Dewey is not at all suited to an instructional materials collection.

One set of material that was especially interesting to me was the Index to Curriculum for Teachers on Microfiche, 1968, produced by the University of the State of New York and the New York State Department of Education. It is available from 3M Company, Box 720, Times Square Station, New York 10036.

The CIC has typewriters for student use, as well as a photocopier. The copying machine is not self-supporting, but is considered important enough that the school of education sets aside funds to pay the rental.

Dr. Klein has had open house, during which she has set up displays and sent invitations to the faculty. Publishers' displays are not included in this one-day affair. During my visit, there was one company display and other displays on drugs, Japan,

and the Great Depression.

In addition to the main purpose for the center, already mentioned, Dr. Klein has this to say: "A second purpose of the center is to encourage students of curriculum to refine and to extend the existing sets of criteria for evaluating learning materials and to develop new sets. Development of criteria is a relatively new activity in the field of curriculum and, as yet, there is little general agreement among scholars as to the substance and form the criteria should take. As the various sets are utilized, modifications will be made, and new criteria will be developed."

Education Resource Center
California State University, San Diego

The Education Resource Center occupies one wing on the fourth floor of the new Malcom A. Love Library. The inventory of materials numbers over 60,000 items, exclusive of the entire ERIC collection, which is also a part of the center. The center is staffed by three and one-half librarians, two full-time clerks, and a number of student assistants.

The ERC has a curriculum collection composed of 33,000 curriculum guides and pamphlets and 14,000 textbooks. Since the lab school at San Diego is no longer in existence, 14,000 children's books have become part of the collection.

Even though the Malcom A. Love Library has a government

documents collection, the administrators of the ERC worked out an agreement with the government documents department to allow placement of all U. S. Office of Education publications in the ERC, where it was felt those materials would receive the widest use. Publications of the California State Department of Education are also received by the center.

2,100 standardized tests are cataloged and placed in vertical files, current publishers' and distributors' catalogs are kept in filing cabinets, and there is a bulletin and newsletter file containing issues of over 100 continuations that are not classified as regular periodicals.

The ERC is expanding its collection of filmstrips, recordings, transparencies, multi-media kits, etc. Viewing and listening equipment is available for use either inside or outside the center.

Special services include reference assistance, a separate charging desk for checking out and returning all ERC materials, and a large conference room for group work with instructional materials.

The staff feels that since the collection is so well-established, the annual materials budget of $2,000 is adequate to keep up-to-date, since government documents and ERIC do not come out of ERC funds. They have their eye on keeping up-to-date on those materials currently in use in the California schools, and they have no intention of trying to buy materials just because

they are new.

At this time, no cut-off has been established for weeding old curriculum guides and textbooks, but already several hundred items have been removed from the main collection and are placed on shelves in the conference room. These removed items are stamped HISTORICAL, as are the cards for those items in the card catalog. The staff felt it would be a mistake to destroy out-dated instructional materials in good condition, because they would be useful to people making comparative studies in educational content and methods. (The director at U.C.L.A. discarded many older materials, only to discover too late that some of those materials were much sought after.)

The spaciousness of the San Diego facility is impressive. Stack areas, reading areas, conference rooms, offices and work-rooms are all much larger than what a person usually finds. In spite of the spacious quarters, the collection is growing at such a rate that the librarians contend they will be forced to discard some materials in the near future.

Since the ERC is part of the main library, it is open the same hours as the library. The co-director asserted that the ERC should more properly be located in the Education Building, and that if there is room, I should prefer location of the facility at N. A. U. within the College of Education rather than the library. Her main reason for feeling that way is that the great majority of their users are professors and students in

education, and lab work is lessened by the inconvenience of the present location.

The center encourages recommendation of materials to purchase from the faculty and students. When faculty request materials and those materials are received, the person making the recommendation receives a notice from the center informing him of the acquisition and the subsequent classification. Request cards for free curriculum materials are mailed to publishers regularly. Sample request cards and acknowledgements are shown on the next page, page 21.

The staff is involved in bibliographic work with other departments in the library, with faculty, and with administration. Two recent efforts, both excellent bibliographies, are Governance of the University and Bibliography of Basic Books in Education.

Policies on overdue and lost materials are not particularly desirable, but there is little choice about those policies, because fees are fixed by the chancellor and board of trustees of the California State Colleges. Any money that is collected must be sent to Sacramento. The policy is as follows:

1.	Limited Loan Materials:	
	a. First hour	$ .25
	b. Each additional hour	.25
2.	3 Day and 1 week loans	.25/day
3.	Regular stack loans (14-20 days)	.15/day
4.	Art prints	.25/day
5.	Lost books & other library items	Replacement cost plus service charge- $3.35
6.	Damage or mutilation	$ .50 up to replacement cost plus service charge - $3.35
7.	Failure to meet admin. appointment	2.00

Education Resource Center
Malcolm A. Love Library
Calif. State University, San Diego
San Diego, Calif. 92115

Gentlemen:

We should like to add the following to the Education Resource Center:

If it is impossible to supply free of charge, may we have the necessary information? Cost of item(s)? Prepaid? Paper bound?

_____ Librarian

EDUCATION RESOURCE CENTER, MALCOLM A. LOVE LIBRARY
CALIFORNIA STATE UNIVERSITY, SAN DIEGO

EDUCATION RESOURCE CENTER
MALCOLM A. LOVE LIBRARY
CALIFORNIA STATE UNIVERSITY, SAN DIEGO

We have just received the sample textbooks which you so generously sent us, and wish to thank you on behalf of the many pre-service and in-service teachers who will benefit from their use.

The classification system used for textbooks and curriculum guides is a detailed, 94-page schedule developed by Frances I. Schalles, Education Librarian. The schedule does double-duty, as it also serves as a subject heading list. There are 78 major subject divisions. Here is a sample of some of the major subjects listed, with their class numbers:

B9p	BUSINESS EDUCATION - PERSONNEL MANAGEMENT Includes business behavior, human relations, job evaluation, selection, training, supervising, rating employees
B9sh	BUSINESS EDUCATION - SHORTHAND Includes dictation, transcription
B9t	BUSINESS EDUCATION - TYPING
C75	CONSUMER EDUCATION
D3	DEMOCRACY AND CIVICS
D4	DICTIONARIES AND ENCYCLOPEDIAS Includes atlases
D7	DRIVER EDUCATION
E12	ECONOMICS
F7	FOREIGN LANGUAGES
F7e	FOREIGN LANGUAGES - ENGLISH
F7f	FOREIGN LANGUAGES - FRENCH
F7g	FOREIGN LANGUAGES - GERMAN
F7i	FOREIGN LANGUAGES - ITALIAN
F7L	FOREIGN LANGUAGES - LATIN
F7r	FOREIGN LANGUAGES - RUSSIAN
F7s	FOREIGN LANGUAGES - SPANISH

A close accounting is kept of all activity in the center, as shown on the following two pages.

DAILY-MONTHLY REPORT

_____, 19__

SAN DIEGO STATE COLLEGE LIBRARY
_____ DIVISION

1. NO. OF QUESTIONS:

	TOTAL
Reference:	
Directional	
Ready Reference	
Research	
TOTAL	
Supervisory	
Phone:	

2. NO. OF ITEMS

	ORDERED:	RECEIVED:	CATALOGUED:
Books			
Vertical File			
Periodicals			
Curr.Pamphlets			
Sample Textbks.			
Tests			
TOTAL			

3. TOURS OF LECTURES:

	Date	Course No.	Instructor	No. in Class	No. days/ Area
Classes for Orientation, Instruction, Examination of Materials:					
Group Work: No orientation, but needing assistance in research and reference:					

4. VISITORS:

Dates	Name

5. PROFESSIONAL MEETINGS, LECTURES, LIBRARY VISITS:

Dates	

6. USE OF LIBRARY:

Special Equipment	Patrons

DAILY-MONTHLY REPORT _____ DIVISION _____, 19____

7. BIBLIOGRAPHIES OR READING LISTS PREPARED OR REVISED: _____

_____

_____

_____

_____

8. DISPLAYS HANDLED: Dates Type

_____ _____

_____ _____

_____ _____

9. EQUIPMENT OR LIBRARY MATERIALS OF SPECIAL INTEREST RECEIVED: _____

_____

_____

10. CLASS PROJECTS, READING LISTS, BIBLIOGRAPHIES COMING TO REFERENCE DESK WITHOUT ADVANCE KNOWLEDGE OF DIVISIONS DUE TO INADEQUATE FACULTY LIAISON:

11. DIVISION CHANGES, PROBLEMS, PROJECTS, PLANS:

12. UNUSUAL QUESTIONS, OR QUESTIONS REQUIRING CONSIDERABLE TIME AND RESEARCH OR CONTACT WITH OTHER LIBRARIES:

See other side or attached pages.

Learning Materials Center
University of New Mexico, Albuquerque

Due to legislative budget reductions for higher education in New Mexico, the very existence of the Learning Materials Center is threatened, according to the New Mexico Daily Lobo for April 5, 1973. There is some alarm in the College of Education in particular, because the center has a large collection used extensively by students in education. It is indeed a large collection, although not in comparison with the ERC in San Diego. The collection, numbering 30,000 items, is housed in an area among the deans' offices in the education building. Mrs. Gemma Morris, coordinator of curriculum materials, asserts that the center comprises the largest resource and demonstration facility for pre-school, elementary, and secondary teacher training within the state of New Mexico. The center is heavily used by evaluation and adoption teams from public, parochial, independent, government, and Indian schools within the state and the southwest area.

Although arrangements may be made for using the LMC at other times, the regular hours are 8:00 A.M. to 5:00 P.M. Monday through Friday and 9:00 A.M. to noon on Saturday. The facility includes an audiovisual production area containing ditto equipment, Thermofax and Diazo transparency equipment, dry mount presses, papercutters, mimeograph, typewriters, and work spaces. There is a darkroom equipped for black and white photography. The media

equipment display area has 16mm, 8mm, filmstrip, and slide projectors for use by students. There are also two soundproof rooms for listening to and production of audio tapes. Materials for production are sold at cost in the production area.

Materials making up the collection are textbooks, curriculum guides, education journals (donated by faculty), a bilingual collection, children's literature, and various types of audiovisual materials , except 16mm films.

The facility is staffed by one director, one co-director, one coordinator, and one secretary. There are six students on work-study, each of whom works ten hours per week.

Several years ago the center was budgeted $5,000 to build up the audiovisual materials, and since then the budget has provided $1,400 per year for materials and $1,400 for equipment. The coordinator supplements this by writing letters constantly asking for free materials from publishers and state departments of education. She says that she has had tremendous success because, unlike most places, she writes individual letters rather than form letters, and she always follows up each donation of material with a thank-you letter that also includes information about reactions to and use of the product. She has persuaded some companies to display their latest audiovisual materials and to make them available for loan to students. The Society for Visual Education and Encyclopaedia Britannica display their materials often and welcome the chance to have them circulated

to students.

The coordinator shoulders a major responsibility for the center, as the director and co-director teach library science and devote only half of their time to the center. Besides writing for materials, she gives orientation sessions for classes in education, she catalogs all materials (It is all original cataloging.), and she supervises the work-study staff.

Anyone can check out materials, and circulation ranges from 50 to 200 items per day. A record is kept for circulation to faculty and to students. Estimated attendance is recorded, as are fines and exhibits.

Professors often place personal materials on reserve, and these are labeled with the professor's name. One of the students has taken the establishment and organization of a vertical file as a personal project.

Recently, all materials older than 1965 were weeded from the collection, labeled as discards, and placed on a shelf labeled FREE MATERIALS. Students very readily removed the materials from that shelf.

The classification scheme used was developed locally. A sample call number is given here with a breakdown of its various components:

LMC	B - text material	b - Author's last name
B04:2	0 - Language arts subject	1972 - date of publication
S11b	4 - Reading (Breakdown of specific subject)	1-3 - Grade level use
1972	2 - Grade level	
1-3	S - Company letter	
	11 - Company code number	

Direction is provided to the staff by an advisory board made up of faculty representatives from outside the College of Education as well as within. Following suggestions by the board, the staff is providing the service of assistance in selecting, locating, and obtaining books and nonbook materials, a graphic artist to provide design and production assistance, and assistance in setting behavioral objectives and in integrating LMC materials into instructional units.

Results of the Questionnaire

Although sixty-six institutions responded to the questionnaire, the totals for given items do not always come to that number, as some respondents omitted answers to some items. In synthesizing the results of the questionnaire, I have totaled responses and indicated averages and ranges where appropriate. Pertinent comments and explanations from the questionnaire are included in appropriate sections.

The questionnaire will be utilized by the College of Education to provide guidelines for the future, and for faculty reference to the policies and practices in particular institutions, particular types of institutions, or institutions with a given enrollment. I have retained the questionnaires themselves for this purpose.

THE PHYSICAL SETTING:

1. Enrollment: See the list of institutions surveyed, which is included in the overview of this study.

2. Location: In its own building 1

Part of the main library. 42

Education building. 18

Part of another building. 5

Those who indicated that the curriculum materials center is part of another building designated the teacher education center, the education library, the social science building, the old science building, and the industrial arts building.

3. Size: The average size of the CMC is 3,960 square feet. The range ran from 200 square feet to 19,000 square feet.

4. Inventory: Print materials - The average is 10,960 items, and the range is 1,000 to 134,400. For the high figure there was no indication if this might be the number of all materials in education at that university, so I can only assume that the figure represents the holdings of a CMC.

Non-print materials - The average is 3,800 items, with a range of responses all the way from zero to 34,300.

ADMINISTRATION:

1. Funded by:

Main library	39
Education dept.	13
Independent CMC	3
Not funded	2

Directed by:

Library	36
Education dept.	19
Directed jointly by lib. & educ.	2

2. Full-time director or librarian? Yes: 40 No: 20

Half-time director or librarian? Yes: 16 No: 9

Among the directors of CMC's, 20 hold the bachelors degree as their highest degree, 35 have a masters degree in library science, and 5 have a doctorate. Major subjects listed, other than library science, which the majority of respondents have,are:

Education	13
Social Science	5
English	4
Mathematics	2
Foreign Language	1
Humanities	1
Music	1

3. Full-time employees: The average number is eight; the range is zero to eighteen. The modal number of hours worked each week per employee is forty.

4. Part-time employees: The average number is nine; the range is one to forty. The modal number of hours worked each

week per employee is fifteen. Most part-time employees are student help, many of them on work-study.

CIRCULATION:

1. Time limit for materials to be checked out:

Not at all	5
Not at all (A-V)	1
Overnight	7
Two hours	1
One day	3
Two days	2
Three days	4
Three days (A-V)	1
Over the week-end	1
One week	22
Two weeks	19
One quarter (12 weeks)	1
No limit	1

One CMC has established the time limit as two weeks from the Friday of the week the materials are circulated.

2. Circulation privileges:

Faculty	61
Students	60
General public	22

Restrictions in circulation: (Number in parentheses indicates if more than one respondent stated a given restriction)

Old materials only (The respondent did not define OLD) (2)

Materials are circulated only to faculty and students in education (others may use materials in the center) (3)

Circulation to the public is only with the permission of the director

Special education materials, programmed instruction materials, and catalogs do not circulate

Address is required

Circulation is allowed for classroom demonstration only (3)

Special permit cards are required for the general public (3)

Nonprint materials do not circulate

Six pieces of material is the limit in one subject area to one person

Encyclopedia sets do not circulate (2)

Circulation is restricted to students enrolled in Family Relations and Child Development, education and library science classes that need the materials for class purposes

The general public can check materials only if they do not limit the use of them for faculty and staff (2)

The general public must pay a $5.00 deposit (3)

Only teachers are allowed in the stacks

Faculty determine restrictions for materials supporting their courses

Three items may be checked out by one person at one time

Materials to be used by an entire class do not circulate

Some materials are on permanent reserve

CLASSIFICATION AND CATALOGING:

1. Classification in general use:

Dewey Decimal 37

Library of Congress 15

Other classification and cataloging systems in use are:

Lois Belfield Watts System (Letters are used to designate subjects)

Arrangement is by subject, then by publisher, then by grade (9)

U. S. Office of Education System (2)

University of Minnesota Scheme

Subject classification taken from Textbooks in Print (3)

Arrangement is by subject, then by grade, then by publisher (2)

Arrangement is by subject, then by author (2)

Arrangement is first by grade, then by subject (2)

"Curriculum guides are cataloged using ERIC format, general subject with state as main entry, with an accession number for shelving. Textbooks are shelved by publisher...Subjects used are those adopted by the state department of instruction."

"Dewey, L.C., accession number, and a special code are all used because we are responsible for training public school media personnel. We like them to see a variety of cataloging systems in utilization. -- Thus our center becomes a training laboratory."

Nine CMC's use a local, simplified classification system. No explanation was given about what the simplified systems are like. Three have no system at all, and one has yet to determine what classification will be used.

2. Classification of audiovisual materials:

Dewey Decimal	16
Library of Congress	4
Accession number	22
Alphabetically by subject	2

3. Divided catalog: Twenty-two institutions use a divided catalog. Some of them used more than one of the types of divisions listed.

Subject separate from author and title (6)

Author, title, subject all separate (7)

Curriculum guides - films and filmstrips - recordings - juvenile books - vertical file

Publisher - series - title - subject (Vertical file has one c.c. for the producer of the material and one for the subject)

Audiovisual materials - textbooks - curriculum guides

Curriculum guides - recordings - tests - juvenile books

Subject - title

Separate publisher file (7) (CMC directors set up this file because professors at their schools usually referred to curriculum materials by publisher)

SELECTION AND ACQUISITION:

1. Acquisition of materials:

Donation by company representatives	56
Donation by faculty	43
Purchase through dealers, jobbers, etc.	55

Included in two CMC collections are materials developed and made by students and teachers. Some CMC's in California are supplied by the state with whatever materials are state-adopted.

Two institutions had little success getting donations from companies and faculty. No reasons were given.

2. Involvement in selection:

Librarian	60
Faculty	56
Students	25

Other people involved in selection at some locations are inservice supervising teachers, teachers from the community, company representatives, library assistants in the education division, and the curriculum directors. In one case, the curriculum director handles all of the selection, and in another instance the director is the only one who selects curriculum guides and nonprint materials.

3. Thirty-four CMC's have a separate budget for materials.

4. Weeding of old materials in good condition:

Textbooks	49
Curriculum guides	45

Practices in weeding:

Weed old editions as new editions arrive (5)

Keep historical collection separate from current materials (5)

Discard materials over ten years old

Discard materials over five years old (3)

One respondent repairs all guides in poor condition, regardless of age.

5. Types of materials in the CMC: In your Curriculum Materials Center, do you have the following materials?

Curriculum guides	62
Special education materials	53
Programmed instruction materials	56
Elementary children's books	52
Free materials catalogs	56
Conservation & Environmental materials	51
Children's records and/or filmstrips	37
Professional textbooks	36
Elementary teaching magazines	31
Secondary teaching magazines	27
Elementary textbooks	62
Secondary textbooks	59
Audiovisual materials	
Filmstrips	42
Slides	35
Transparencies	38
Microforms (Microfilm, microfiche, etc.)	19
Pictures	43
Flash cards	34
Study prints	40
Art prints	32
Charts	43
Maps	39
Motion pictures	21
Motion picture loops	33
Phonodiscs	38
Phonotapes	38
Dioramas	15
Models	31
Globes	35
Games	43
Kits	46

Other materials specified:

Video tape recordings	4
Collection of magazines for clipping	1
Professional periodicals	2
Books on exhibit	1
Reference materials (Bibliographies, encyclopedias, atlases)	2
Student research papers	1
Publishers' catalogs	1
Dissertations	1

One CMC has purchased all of the ASCD curriculum guides on microfiche. Several final notes were added to questionnaires to point out that production equipment, audiovisual equipment generally, and specifically reading machines, language masters, and Systems 80 are available in the CMC.

The Curriculum Materials Center
Northern Arizona University

The curriculum materials center is housed in the university library, where materials are available to all students during regular library hours. Textbooks, courses of study units, and other materials related to curriculum in elementary and secondary schools are used by students and faculty for curriculum and methods courses dealing with instructional materials.

The role of the curriculum materials center is one of providing materials for students who are working on lesson plans and curriculum planning and for faculty who wish to utilize intructional materials as they speak of them in their classes. Classes may be brought to the CMC at any time the main library is open.

Although housing in the university library makes related readings in education readily accessible, the curriculum materials could be best utilized by students and faculty if they were housed in the education building, as was suggested during the last visit of North Central. Location in the education building would make it more feasible for faculty to bring their classes to the materials center for lab work and would also allow students working with materials in the elementary school library to correlate their work with curriculum materials.

The Curriculum Materials Center is presently located on

the ground floor, west wing of the university library. The center is not physically separated from the rest of the library except for the curriculum coordinator's office and workroom. There are no square footage figures to set definite boundaries other than the office, which measures 80 square feet.

The proposed location for the CMC in Eastburn Education Center is Room 117 and Room 186, as the two are directly across the hall from each other, and Room 117 is next door to the N.A.U. Elementary School Library. Room 117 can continue to serve as the audiovisual viewing, listening, and production area, and Room 186 would contain curriculum materials, both print and nonprint. There is an office in each room. The two rooms are approximately the same size and provide a total space of 2800 square feet.

The amount of audiovisual materials held by the College of Education is not determined at this time, as the materials are scattered in various professors' offices, as are many current elementary and secondary textbooks. These scattered materials could be more easily brought together when the CMC is moved to the education building.

The materials making up the curriculum collection are as follows:

Textbooks	6,353	(5,232 separate titles)
Workbooks and manuals	1,532	
Reference books	94	
Curriculum guides	2,247	

Besides that core of materials, the center has catalogs from most major producers of instructional materials, a collection of 48 competency-based teacher education publications from the University of Georgia, and these testing materials:

Contemporary Mathematics Tests
Comprehensive Tests of Basic Skills
Metropolitan Achievement Tests
California Achievement Tests
Stanford Achievement Tests
Health Behavior Inventory
Diagnostic Reading Tests
Occupational Interest Survey
Adult Basic Education Tests
Multiple Aptitude Tests
Reading and Listening Tests
California Test of Mental Maturity
Otis - Lennon Mental Ability Tests

The CMC will soon become a depository for the publications of Phi Delta Kappa, a national education fraternity. The center will receive the fastbacks, education books, and the periodical Phi Delta Kappan.

Administration of the new center should be carried out by the present coordinator of curriculum materials (MLS) and the director of audiovisual services (MEd), with the dean designating one to have principal responsibility for the operation. Initially, sufficient work-study help will be needed to keep the center open 45 hours per week, from 8:00 A.M. to 5:00 P.M. Monday through Friday. As a need is demonstrated, the schedule might be expanded to include weekend hours.

The circulation department of the university library circulates curriculum materials for a period of two weeks, with the

privilege of renewal. Reference books and catalogs do not circulate. In the new center, the same policy would continue, but audiovisual materials would be limited according to the time they would be in use. Periodicals will not circulate. Materials will be available to anyone holding a university identification card, as this is general university policy. The general public will be allowed to use materials only in the center.

Of the classification schemes suggested in my study, the one I find most appealing is the code from the U. S. Office of Education. I have yet to decide between that and the simplified alphabetical arrangement presently used for textbooks, workbooks, and manuals. The alphabetical arrangements is in use because of suggestions from the College of Education faculty. They feel that materials of this type are best grouped by subject and by grade within each subject, for when a student is looking for material to be used in teaching,he is thinking in terms of subject and grade level.

Here is a description of the scheme in use:

> Textbooks, workbooks, and manuals are arranged alphabetically by subject as indicated in the following list. Within each subject area, arrangement is by grade level, then alphabetically by the name of the publisher, and finally by copyright date.

SUBJECT	ABBREVIATION
Art	Art
Business Education	Bus Ed
Accounting	Acco
Bookkeeping	Book
Commercial Law	Com Law
Economics	Econ

SUBJECT	ABBREVIATION
Shorthand	Shor
Typewriting	Type
Driver Education	Driv Ed
Education	Educ
Guidance	Guid
Handwriting	Hand
Health	Health
Home Economics	Home Ec
Industrial Arts	Ind Arts
Journalism	Journ
Language	Lang
English	English
French	French
Latin	Latin
Russian	Russian
Spanish	Spanish
Literature	Lit
Mathematics	Math
Algebra	Albegra
Geometry	Geom
Trigonometry	Trig
Arithmetic	Arith
Music	Music
Physical Education	Phys Ed
Reading	Reading
Science	Science
Biology	Biology
Chemistry	Chem
Physics	Physics
Social Studies	Soc St
Geography	Geog
U. S. History	US Hist
World History	Wld Hist
Special Education	Spec Ed
Speech	Speech
Spelling	Spell

Curriculum guides are arranged alphabetically by subject. They are placed in pamphlet files, and guides within a given file have identical "call numbers," but they have accession numbers for positive identification. The number appearing on a curriculum guide may be E-1, meaning its proper location is in the first pamphlet file for English guides, also labeled E-1. Files are

added as needed, i.e., E-2, E-3, etc. The designations for guides are listed here:

A	Administration	J	Journalism
Ag	Agriculture	K	Kindergarten (Handbooks)
Art	Art	L	Literature
Aud	Audiovisual	Lib	Library services
B	Business education	M	Mathematics
C	Curriculum (General)	Mu	Music
D	Driver education	P	Physical education
E	English	R	Reading
F	Foreign language	S	Science
G	Guidance	So	Social studies
H	Health	Sp	Special education
Ho	Home economics	Spe	Speech
I	Industrial arts	Spell	Spelling

A card catalog will be established for curriculum guides, professional materials, and audiovisual materials, but not for textbooks, workbooks, and manuals, except to the extent of a publisher file. Rarely do our students call for a textbook by author or title, but rather by publisher. The alphabetical subject arrangement negates any need for a subject catalog. If the U. S. Office of Education scheme is adopted, a subject catalog will be prepared.

Audiovisual materials will be shelved separately from print materials and will be classified by the Dewey Decimal System.

The authority to be used in preparing the card catalog is Standards for Cataloging Nonprint Materials, published by the Association for Educational Communications and Technology. Sears List of Subject Headings will be used for all types of materials cataloged. There will be separate card files for guides, textbooks, and audio-visual materials.

The CMC receives most of its materials free through solicitation from educational materials publishers and representatives, and occasionally money is available for purchase of materials. I strongly recommend that an appropriation of funds be made specifically for curriculum materials each year.

Weeding of materials will be quite limited. I have gathered opinions from the faculty regarding this matter, and most of them feel that old materials in good condition have value to students doing research or comparative studies. They have proposed that after materials are ten years old they be placed in a separate historical collection (Materials and catalog cards would then be labeled HISTORICAL.), just as was done at California State University in San Diego.

Besides suggestions already incorporated into this paper, the faculty also suggested establishing closer contact with the Association for Supervision and Curriculum Development, and when writing to publishers for free materials, in order to get a better response, I should let them know the dates of their materials which we now have on the shelves.

Top priority items regarding the CMC are:

1. Move the CMC to Eastburn Education Center!
2. Establish a card catalog
3. Provide an annual budget
4. Hire sufficient work-study help

At the present time, the real holdings of curriculum materials in the College of Education are not represented by the Curriculum Materials Center, as there are many scattered collections in professors' offices. Establishment of a center in Eastburn Education Center would make it more feasible to build one central collection.

Much of what is included in the plan presented in this paper may change as I continue talking with faculty and other professionals, as I further analyze the results of my study, and as I continue to read the professional literature. The establishment of final policy will be done through an advisory council made up of faculty in each department within the College of Education.

CURRICULUM MATERIALS CENTER QUESTIONNAIRE

The Physical Setting

1. Approximate enrollment of your college or university_____

2. Where is your Curriculum Materials Center located? (Check one)

   In its own building ____
   Part of the main library ____
   Department, School or College of Education building ____
   Part of another building ____ Name of the building_____

3. What is the approximate size of the Curriculum Materials Center in square feet?

   _____sq. ft.

4. How many volumes are in your Curriculum Materials Center?

   Print materials_____
   Nonprint materials_____

Administration

1. Under which department is the Curriculum Materials Center funded and directed?

   Funded by_____ Directed by_____

2. Do you have a full-time director or librarian? Yes____ No____
   If not, do you have a half-time director or librarian? Yes____ No____
   What is his or her name?_____
   Degrees: B.S.____ M.L.S.____ Ed. S.____ Ph. D.____ Major subject_____

3. How many full-time employees do you have?_____
   What is the average number of hours per week?_____

4. How many part-time employees do you have?_____
   What is the average number of hours per week?_____

Circulation

1. What is the general amount of time that your materials may be checked out? (Do not include special collections or reserve listings)

   Not at all _____
   One week _____
   Two weeks _____
   Other (explain)_____

2. Who may check out materials? (Check appropriate ones)

   Faculty ____
   Students ____
   General public ____
   Explanation of any restrictions in circulation_____
   _____
   _____

Classification and cataloging

1. Which of the following cataloging systems are in use in your center? (Check one)

Dewey Decimal _____
Library of Congress _____
Other (Explain briefly)_____

_____

2. Which of the following classification systems do you use for audiovisual materials? (Check one)

Dewey Decimal _____
Lib. of Cong._____
Accession No._____
Other (Explain briefly)_____

_____

3. Do you use a divided card catalog? Yes____ No____
If so, explain how the catalog is divided_____

_____

_____

Selection and acquisition

1. How are materials acquired?(Check appropriate ones)

Donation by company representatives _____
Donation by faculty _____
Purchase through dealers, jobbers, etc._____
Other (Please specify)_____

2. Who is involved in selection of materials?

Librarian _____
Faculty _____
Students _____
Others (Please specify)_____

3. Do you have a separate budget for curriculum materials? Yes____ No ____

4. Do you weed old textbooks and curriculum guides if they are in good condition?

Textbooks Yes_____ No_____
Curriculum guides Yes_____ No_____

5. In your Curriculum Materials Center, do you have the following materials? Please check yes for those that apply.

	YES	NO
Curriculum guides	___	___
Special education materials	___	___
Programmed instruction materials	___	___
Elementary children's books	___	___
Free materials catalogs	___	___
Conservation & Environmental materials	___	___
Children's records and/or filmstrips	___	___
Professional textbooks	___	___
Elementary teaching magazines	___	___
Secondary teaching magazines	___	___
Elementary textbooks	___	___
Secondary textbooks	___	___
Audiovisual materials		
Filmstrips	___	___
Slides	___	___
Transparencies	___	___
Microforms (Microfilm, microfiche, etc.)	___	___
Pictures	___	___
Flash cards	___	___
Study prints	___	___
Art prints	___	___
Charts	___	___
Maps	___	___
Motion pictures	___	___
Motion picture loops	___	___
Phonodiscs	___	___
Phonotapes	___	___
Dioramas	___	___
Models	___	___
Globes	___	___
Games	___	___
Kits	___	___

Other (Please specify)_____

_____

Return to: Harlan R. Johnson
Box 5774
Northern Arizona University
Flagstaff, Arizona 86001